DOCUMENT RESUME

ED 158 473 EC 111 847

AUTHOR Swanson, Georgiana; Burkett, Janet
TITLE Cross Categorical Resource Program.
PUB DATE Jun 78
NOTE 9p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Grouping (Instructional Purposes); *Handicapped Children; *Resource Room Programs
IDENTIFIERS *Cross Categorical Resource Programs

ABSTRACT

The concept behind the cross categorical resource program for handicapped students is that one resource room can serve several categories in one school unit. There must be continuous communication between the resource room and regular classroom. The environment of the resource room must be positive and conducive to learning. An important factor of the resource room is that it is a program aimed at allowing the exceptional child to stay with his social group most of the time, and provide education for his special needs, while being economically feasible. (Author/SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

25 #9

ED158473

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CROSS CATEGORICAL RESOURCE PROGRAM

Georgiana Swanson and Janet Burkett

1978

Georgiana Swanson
Cross Categorical Resource
Isaac Elementary School Dist.
3139 N. 47th Pl.
Phoenix, AZ 85018

Janet Burkett
Cross Categorical Resource Teacher
Isaac School Dist.
3524 W. McKinley
Phoenix, AS 85009

©

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C.E.C.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC111847

ABSTRACT

The concept behind the cross categorical resource program is that one resource room can serve several categories in one school unit. There must be continuous communication between the resource room and the regular classroom. The environment of the resource room must be positive and conducive to learning. An important factor of the resource room is that is is a program aimed at allowing the exceptional child to stay with his social group most of the time, and provide education for his special needs and which is still economically feasible.

The concept behind the cross categorical resource program is that one resource room can serve several categories (learning disabilities, emotionally handicapped, educable mentally handicapped, hearing handicapped, visually handicapped, physically handicapped, etc.) in one school unit. This would eliminate transporting children to another school for services not only reducing the cost of such transportation, but excluding moving a child to a different social grouping and facilitate returning the child to the mainstream of his own social group 100%. Also for a small school it would be more economically feasible to have one cross categorical resource room rather than two or more one categorical rooms which are not filled to capacity; in fact, Wiederholt, Hammill and Brown in The Resource Teacher give as one of the advantages of the resource approach that "resource programs are less expensive to operate than special self-contained classes." (page 11)

The roles of the cross categorical resource program would be to develop an individualized education program for each exceptional student which would be geared toward diagnostic/prescriptive instruction and to facilitate the regular teacher in implementing such as soon as possible; to provide consultations with the students themselves, other teachers of the students and their parents; to provide a resource library in special education for the professional staff which would include educational materials and equipment geared for exceptional children; to provide information to regular class teachers and to assist them in acquiring skills necessary in teaching exceptional children; and to provide

continuous and ongoing evaluation of the students and the program.

In order to provide an environment in which the roles may be met, it is necessary for the cross categorical resource atmosphere to be conducive to learning. Therefore, the room must be equipped with current material, furniture and media to meet the needs of the various handicapping conditions. The environment must then be positive, optimistic, and supportive. The focus should be behavior and task oriented.

In organizing a cross categorical room, the room needs to be the size of a regular classroom to allow enough space for the different areas that are needed and to provide for enough storage.

The room should be organized into ten different areas. These areas include: a math area, word attack skills center, gross motor center, language stimulation area, fine motor center, visual training center, auditory training center, cognitive skills center, social/emotional adjustment area, and stimulus free individual work areas.

There needs to be storage in each area for the different programs and materials needed in each area. A file cabinet is necessary for the teacher to keep all tests, student files and personal materials.

In scheduling for a cross categorical class it is important to leave the child with his group for music, art, library, and physical education as these are areas where he can achieve. The scheduling should be co-ordinated with other remedial and/or special classes. One advantage to a cross categorical resource room is that handicapped children can be scheduled by specific

need rather than by category.

One day a week shoud be set aside for evaluation, planning, and conferences with teachers, parents, and students.

A general rule to follow in scheduling times is to allow daily periods of 20 minutes for kindergarten and first graders, 30-35 minutes for second and third graders, and 40 minutes for fourth to sixth grades.

The following is a list of the essential criterian in a cross categorical resource program:

1. Improve self-concept by positive feedback.
2. Build an understanding, and in some instances affectionate rapport.
3. Provide constant verbal positive reinforcement.
4. Employ special education teaching techniques that involve the whole child.
5. Teach to the stronger modality while remediating weaker modality.
6. Target in on maladaptive behavior.
7. Involve the child in planning his learning and social program.
8. Make learning an active and interesting experience involving all the senses.
9. Start remediation at success level for the child.
10. Provide successful on-going learning experience by assigning concise and

sequential tasks.

The cross categorical resource program is a program aimed at allowing the exceptional child to stay with his social group most of the time, and provide education for his special needs and which is still economically feasible.

BIBLIOGRAPHY

Donohue, Gregory and Rainear, Arthur D. Resource Room Approach To Mainstreaming: Survey of Program Planning. Educational Improvement Center, Pitman, New Jersey, USA.

Googins, Duane G. A Resource Unit Model Approach For Servicing Children With Learning Problems. Minneapolis, Minnesota, USA: 1974.

Hammill, Donald and Wiederholt, J. Lee. The Resource Room: Rationale And Implementation. Buttonwood Farms, Philadelphia, Pennsylvania, USA: 1972.

Lott, Leroy A., Jr. and others. Strategies And Techniques For Mainstreaming: A Resource Room Handbook. Monroe County Intermediate School District, Monroe, Michigan, USA: October, 1975.

-----Mainstreaming: Helping Teachers Meet The Challenge. National Advisory Council On Education Professions Development, Washington, D. C., USA: Summer, 1976.

Rainear, Arthur D. Resource Room Approach To Mainstreaming: Supplemental Manual of Representative Materials. Educational Improvement Center, Pitman, New Jersey, USA.

Wiederholt, J. Lee; Hammill, Donal D. and Brown, Virginia. The Resource Teacher: A Guide To Effective Practices. Allyn Bacon Inc. Boston, Massachusetts, USA: 1973.

Georgiana Swanson

B.A., Simpson College,

Indianola, Iowa, USA

M.A., Arizona State University,

Tempe, Arizona, USA

Janet L. Burkett

B.A., Arizona State University

Tempe, Arizona, USA

M.A., Arizona State University,

Tempe, Arizona, USA

Georgiana Swanson

Cross Categorical Resource Teacher

3139 N. 47th Place

Phoenix, Arizona 85018 USA

602-959-3399

Janet L. Burkett

Cross Categorical Resource Teacher

3524 W. McKinley

Phoenix, Arizona 85009 USA

602-272-5789